



Mark Scheme (Results)

Predicted Paper 2 – Set 2

Edexcel Level 1/Level 2

GCSE (9–1) in English Language (PA-1EN0/2-SET2)

Paper 2: Non-fiction and Transactional Writing

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Marking guidance – specific

When deciding how to reward an answer, examiners should consult both the indicative content and the associated marking grid(s). When using a levels based mark scheme, the 'best fit' approach should be used. .

- Examiners should first decide which descriptor most closely matches the answer and place it in that level.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- Indicative content is exactly that – they are factual points that candidates are likely to use to construct their answer.
- It is possible for an answer to be constructed without mentioning some or all of these points, as long as they provide alternative responses to the indicative content that fulfils the requirements of the question. It is PMT 4 the examiner's responsibility to apply their professional judgement to the candidate's response in determining if the answer fulfils the requirements of the question.

Placing a mark within a level

- Examiners should first decide which descriptor most closely matches the answer and place it in that level. The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all bullet points are displayed at that level.
- In cases of uneven performance, the points above will still apply. Candidates will be placed in the level that best describes their answer according to the descriptors in that level. Marks will be awarded towards the top or bottom of that level depending on how they have evidenced each of the descriptor bullet points.
- If the candidate's answer meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for work that is as good as can realistically be expected within that level.

Paper 2 Mark Scheme

The table below shows the number of raw marks allocated for each question in this mark scheme.

Assessment Objectives							Total marks
Component	A01	A02	A03	A04	A05	A06	
Component 2- Non-fiction and Transactional Writing							
Question 1	2						2
Question 2	2						2
Question 3		15					15
Question 4	1						1
Question 5	1						1
Question 6				15			15
Question 7(a)	6						6
Question 7(b)			14				14
Question 8 or 9					24	16	40

Section A: Reading

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
1	Accept any two of the following answers, based on the lines below: Romulus and Remus are doing what puppies do: chasing, tussling, nipping, nuzzling. But there's something very un-puppylike about the snowy white 6-month olds their size, for starters. At their young age they already measure nearly 4 ft. long, tip the scales at 80 lb., and could grow to 6 ft. and 150 lb. Then there's their behavior: the angelic exuberance puppies exhibit in the presence of humans trotting up for hugs, belly rubs, kisses is completely absent. • (they measure) nearly 4 ft. long (1) • (they) tip the scales at / weigh 80 lb. (1) • (they) could grow to 6 ft. (long) (1) • (they) could grow to 150 lb. (1)	(2)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
2	Accept any reasonable answer based on the following lines: Then there's their behavior: the angelic exuberance puppies exhibit in the presence of humans—trotting up for hugs, belly rubs, kisses—is completely absent. They keep their distance, retreating if a person approaches. Even one of the handlers who raised them from birth can get only so close before Romulus and Remus flinch and retreat. This isn't domestic canine behavior, this is wild lupine behavior: the pups are wolves. Not only that, they're dire wolves—which means they have cause to be lonely. Quotations and candidate's own words are acceptable. For example: • the 'angelic exuberance' of puppies is 'completely absent' (1) • they 'keep their distance' (1) • they retreat / 'retreating if a person approaches' (1) • even a handler who raised them can 'get only so close' (1) • they 'flinch and retreat' (1) • it is 'wild lupine behavior' not 'domestic canine behavior' (1)	(2)

In responses to the question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence analysing both language and structure to reward responses.

Responses that are unbalanced cannot access Level 3 or above, where analysis of both language and structure is required.

Question Number	Indicative content
3	Reward responses that analyse how the writer uses language and structure to interest and engage the reader. Responses may include the following points about the language of the text: - the writer opens with a cluster of playful, childlike verbs to present the animals as ordinary puppies: 'chasing, tussling, nipping, nuzzling' - a contrast is created between the tender image of 'puppies' and the 'un-puppylike' reality, arousing curiosity - precise facts and figures create authority and a sense of awe at the animals' scale: 'nearly 4 ft. long', '80 lb.', 'could grow to 6 ft.' - the language of affection is listed and then negated for surprise: 'trotting up for hugs, belly rubs, kisses is completely absent' - emotive language invites sympathy and intrigue: 'they have cause to be lonely' - contrasting terminology builds up to a dramatic reveal: 'domestic canine behavior' set against 'wild lupine behavior', culminating in 'the pups are wolves' - scientific and technical vocabulary lends credibility to the de-extinction claim: 'genetic engineering', 'preserved DNA', 'deciphered the dire wolf genome', 'chimeric' - an allusion to showmanship invites, then answers, scepticism: it 'seems to smack of P.T. Barnum' - direct quotation gives an authoritative, provocative voice: 'We are an evolutionary force at this point' - grand, elevated phrasing frames the project as a duty: 'a moral good, but a moral imperative', 'get square with nature' - the coinage 'bionumerous' and the reference to 'our big brains' engage and provoke the reader to think about the future

Question Number	Indicative content
	Responses may include the following points about the structure of the text: • the extract opens with a close-up on Romulus and Remus before widening out to the company, Colossal, and its wider mission • a key fact is withheld and delayed for suspense: 'the pups are wolves. Not only that, they're dire wolves' • dashes are used repeatedly to interrupt and add dramatic afterthoughts: ' – their size, for starters', ' – which means they have cause to be lonely' • the structure moves from the specific (the two named wolves) to the general (the 'de-extinction wish list' of mammoth, dodo and thylacine) • the second half shifts from narrative description to reported claims and direct speech, giving the piece an argumentative dimension • a possible objection is set up ('smack of P.T. Barnum') and immediately countered, guiding the reader's response • the present tense throughout ('are doing', 'keep their distance') creates immediacy and a sense of witnessing events the extract ends on a forward-looking quotation, leaving the reader considering what humanity 'can do to reverse' its past damage. • coordinating conjunctions, is to draw out the moment of transformation and to heighten the sense of the feeling spreading through her. (15 marks)

Level	Mark	A02: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
	0	No rewardable material.
Level 1	1–3	- Limited comment on the text. - Identification of the language and/or structure used to achieve effects and influence readers. - The use of references is limited.
Level 2	4–6	- Comment on the text. - Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary. - The selection of references is valid, but not developed. NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.
Level 3	7–9	- Explanation of the text. - Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure. - The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	- Exploration of the text. - Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. - The selection of references is detailed, appropriate and fully supports the points being made.
Level 5	13–15	- Analysis of the text. - Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. - The selection of references is discriminating and clarifies the points being made.

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
4	Accept any reasonable answer based on the following lines. Rewilding has become a popular term in Britain, although not all conservation organizations are using it. It's politically controversial and often misunderstood. Nevertheless, much of the landscape-scale restoration work underway looks a lot like rewilding, even if it's not referred to as such. Here we discuss what rewilding in Britain means, the misconceptions and the benefits. Quotations and candidate's own words are acceptable. For example: • it has become a popular term (in Britain) (1) • not all conservation organisations are using it (1) • it is 'politically controversial' (1) • it is 'often misunderstood' (1)	(1)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas	Mark
5	Accept any reasonable answer based on the following lines. Rewilding basically means returning the landscape to a wilder state, not necessarily to a pristine state of wilderness. This usually means that natural ecosystems are able to once again shape the landscape in the absence of human intervention. These processes could be predation, grazing, regeneration, decomposition and more. In severely altered landscapes, as in Britain, significant intervention might be needed to kick things off, whether that's planting or fencing out herbivores, but the idea is to one day step back and let nature take care of itself for a healthier, more resilient natural world. Quotations and candidate's own words are acceptable. For example: • predation (1) • grazing (1) • regeneration (1) • decomposition (1)	(1)

Question Number	AO1: Identify and interpret explicit and implicit information and ideas
6	Reward responses that evaluate how successfully the writer persuades the reader that rewilding is beneficial. References to the writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text. Responses may include: - the writer concedes controversy early on ('politically controversial and often misunderstood'), which may build trust through apparent balance - a clear definition and the use of subheadings ('What is Rewilding?') successfully make a complex, contested idea accessible and reasonable - objections are anticipated and dismantled with facts, e.g. the Eurasian Lynx: 'lynx don't hunt sheep' and there has 'never been a recorded lynx attack on a human' - appeal to a trusted authority strengthens the case: 'Sir David Attenborough said the best thing we can do is to rewild the planet' - a direct rhetorical question engages the reader personally and creates a call to action: 'Do you want to have a direct impact on climate change?' - listing tangible benefits persuades effectively: 'food and medicine', 'flood defences and cool air', as well as carbon capture - the argument links rewilding to human self-interest as well as nature: 'economic opportunities', 'wildlife-based tourism', 'mental and physical health' - concrete, credible examples of real projects lend authority: 'Cairngorms Connect, Trees for Life and the John Muir Trust', and species such as pine martens and ospreys - inclusive pronouns ('we', 'us') build a sense of shared responsibility and community with the reader - the admission that 'Things do not always go to plan' and that applications have been 'unsuccessful' may strengthen credibility through honesty, though some readers may see it as weakening the persuasive case - the emphasis on education, dialogue and consultation ('the biggest killer of false-truths is education') presents rewilding as reasonable and achievable - some readers may find the argument one-sided, feeling that drawbacks are quickly reframed, or that some benefits are asserted rather than fully evidenced. (15 marks)

Level	Mark	A04: Evaluate texts critically and support this with appropriate textual references.
	0	No rewardable material.
Level 1	1–3	• Description of ideas, events, themes or settings. • Limited assertions are offered about the text. • The use of references is limited.
Level 2	4–6	• Comment on ideas, events, themes or settings. • Straightforward opinions with limited judgements are offered about the text. • The selection of references is valid, but not developed.
Level 3	7–9	• Explanation of ideas, events, themes or settings. • Informed judgement is offered about the text. • The selection of references is appropriate and relevant to the points being made.
Level 4	10–12	• Analysis of ideas, events, themes or settings. • Well-informed and developed critical judgement is offered about the text. • The selection of references is appropriate, detailed and fully supports the points being made.
Level 5	13–15	• Evaluation of ideas, events, themes or settings. • There is a sustained and detached critical overview and judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the points being made.

Question Number	Indicative content
7(a)	Candidates must draw on BOTH texts to access marks. Responses may include: • both texts show humans intervening to bring back species that are lost or under threat: Text 1 describes 'de-extincting a line of beasts', while Text 2 describes reintroducing native wildlife such as the lynx • both present restoration as a response to human damage: Text 1 refers to 'humans, who have driven so many species to the brink', and Text 2 to landscapes that are 'denuded and degraded' • both link the work to helping endangered animals survive: Text 1 supporting 'the endangered red wolf', and Text 2 returning pine martens, red squirrels and ospreys • both connect the effort to tackling climate and environmental crisis: Text 1 engineering elephants to survive 'a warming world', and Text 2 aiming to 'capture carbon' and 'fight global climate change' • both show that the work relies on expertise and organised effort: Text 1 notes Colossal's '130 scientists', while Text 2 names organisations like 'Cairngorms Connect, Trees for Life' • both present the work as ambitious and forward-looking: Text 1 with its 'de-extinction wish list', and Text 2 with its 'ever increasing list of ambitious rewilding projects' • both acknowledge that restoring wildlife is difficult or contested: Text 1 protects the animals 'from prying eyes', while Text 2 describes lynx plans 'overshadowed' by misinformation and 'unsuccessful applications'. (6 marks)

Level	Mark	A04: Evaluate texts critically and support this with appropriate textual references.
	0	No rewardable material.
Level 1	1–2	• Limited understanding of similarities. • Limited synthesis of the two texts. • The use of evidence is limited.
Level 2	3–4	• Sound understanding of similarities. • Clear synthesis of the two texts. • The selection of evidence is valid but not developed and there may be an imbalance.
Level 3	5–6	• Detailed understanding of similarities. • Detailed synthesis of the two texts. • The selection of evidence is appropriate and relevant to the points being made.

In responses to the following question, examiners should be aware of the different ways candidates may structure their responses. There should be sufficient evidence in the response analysing each text, and comparing the texts to reward responses.

Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.

Question Number	Indicative content
7(b)	Reward responses that compare how each writer presents ideas and perspectives about restoring the natural world. Responses may include: • both writers present restoring nature as a positive, hopeful endeavour, but Text 1 focuses on the high-tech 'de-extinction' of a single species while Text 2 argues for landscape-scale 'rewilding' of whole ecosystems • both use authoritative voices to lend weight: Text 1 quotes the scientist Beth Shapiro directly, while Text 2 cites 'Sir David Attenborough' and names specific conservation trusts • Text 1 is largely informative and reporting, whereas Text 2 is more overtly persuasive, using rhetorical questions and inclusive 'we' and 'us' • both address doubt and objection, but in different ways: Text 1 raises and then answers the 'P.T. Barnum' scepticism, while Text 2 confronts 'misinformation' and 'false-truths' about the lynx • both frame the work as a moral duty tied to human damage: Text 1 wants humans to 'get square with nature', while Text 2 seeks to undo where 'we've gone wrong' • Text 1 emphasises scientific spectacle and the power of technology ('an evolutionary force', 'our big brains'), while Text 2 emphasises natural processes and stepping back to 'let nature take care of itself' • both look to the future optimistically, but Text 2 stresses community, consultation and 'social factors', a dimension largely absent from Text 1 • the tone differs: Text 1 is awed and slightly provocative in presenting a scientific breakthrough, whereas Text 2 is reassuring, inclusive and campaigning • Text 1 restores a species that vanished long ago ('not a single one has been seen in over 10,000 years'), while Text 2 restores living, threatened wildlife and habitats in the present-day British landscape. (14 marks)

Level	Mark	AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–2	• The response does not compare the texts. • Description of writers' ideas and perspectives, including theme, language and/or structure. • The use of references is limited.
Level 2	3–5	• The response considers obvious comparisons between the texts. • Comment on writers' ideas and perspectives, including theme, language and/or structure. • The selection of references is valid, but not developed. NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.
Level 3	6–8	• The response considers a range of comparisons between the texts. • Explanation of writers' ideas and perspectives including theme, language and/or structure. • The selection of references is appropriate and relevant to the points being made.
Level 4	9–11	• The response considers a wide range of comparisons between the texts. • Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts and fully support the points being made.
Level 5	12–14	• The response considers a varied and comprehensive range of comparisons between the texts. • Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. • References are balanced across both texts, they are discriminating, and clarify the points being made.

Section B: Transactional Writing

Refer to the writing assessment grids at the end of this section when marking Question 8 and Question 9.

Question Number	Indicative content
*8	Purpose: to write the text for a speech to argue and/or persuade. Audience: young people (the candidate's peers). The focus is on communicating a personal point of view about how humans should treat wild animals. This may involve a range of approaches. Form: the response should be set out as a speech using organisational features. There should be clear organisation and structure with an introduction, development of points and a conclusion. Candidates may use rhetorical devices, direct address and other conventions of spoken language. Responses may: - comment on the ways humans affect wild animals, for example habitat loss, hunting, pollution, climate change, keeping animals in captivity, or conservation efforts - consider whether humans have a responsibility to protect wild animals, for example a moral duty of care, the idea of stewardship, the consequences of extinction, or the benefits to ecosystems and to people - suggest what they think should change, for example stronger laws and protections, more rewilding and conservation, changes to individual behaviour, or better education and awareness (40 marks) (includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)

Question Number	Indicative content
*9	Purpose: to write an article to inform and/or advise, sharing a point of view. Audience: magazine readers. The focus is on communicating ideas about people's relationship with the natural world. This may involve a range of approaches. Form: the response should be set out as an article using organisational features. Some candidates may use stylistic conventions of an article such as a headline, subheadings or occasional use of bullet points. Candidates do not have to include features of layout like columns or pictures. There should be clear organisation and structure with an introduction, development of points and a conclusion. Responses may: • give information about the writer's own experiences of the natural world, for example outdoor activities, wildlife encounters, gardens and green spaces, or time in the countryside or by the coast • explain why nature matters to people today, for example wellbeing and mental health, physical health, a sense of wonder, community, and the wider environment and climate • offer ideas about how our relationship with nature could be improved, for example spending more time outdoors, supporting conservation and rewilding, protecting habitats, or changing everyday habits. (40 marks) (includes 16 marks for the range of vocabulary and sentence structures for clarity, purpose and effect, with accurate use of spelling and punctuation)

Writing assessment grids for Question 8 and Question 9

A05: - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts		
Level	Mark	The candidate
	0	provides no rewardable material
Level 1	1–4	- Limited ability to communicate clearly, effectively and imaginatively. - Offers a basic response, with audience and/or purpose not fully established. - Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	- Some ability to communicate clearly, effectively and imaginatively. - Shows an awareness of audience and purpose, with straightforward use of tone, style and register. - Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.
Level 3	10–14	- Clear ability to communicate clearly, effectively and imaginatively. - Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register. - Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.
Level 4	15–19	- Secure ability to communicate clearly, effectively and imaginatively. - Organises material for particular effect, with effective use of tone, style and register. - Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.
Level 5	20–24	- Sophisticated ability to communicate clearly, effectively and imaginatively. - Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register. - Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion

A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation		
Level	Mark	The candidate
	0	provides no rewardable material
Level 1	1–4	• Limited ability to write for clarity, purpose and effect. • Uses basic vocabulary, often misspelled • Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures
Level 2	5–7	• Some ability to write for clarity, purpose and effect. • Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. • Uses punctuation with control, creating a range of sentence structures, including coordination and subordination.
Level 3	8–10	• Sound ability to write for clarity, purpose and effect. • Uses a varied vocabulary and spells words containing irregular patterns correctly. • Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect.
Level 4	11–13	• Secure ability to write for clarity, purpose and effect. • Uses a wide, selective vocabulary with only occasional spelling errors. • Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.
Level 5	14–16	• Sophisticated ability to write for clarity, purpose and effect. • Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. • Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.

